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**ASSIGNMENT BOOKLET 5A**

ELA2105 English Language Arts 20-1
Module 5: Section 1 Assignment and Section 2 Assignment

| FOR STUDENT USE ONLY | |
|---|---|
| Date Assignment Submitted: _____ | (If label is missing or incorrect) Student File Number: _____ |
| Time Spent on Assignment: _____ | Module Number: _____ |

**FOR OFFICE USE ONLY**

Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

**Student's Questions and Comments**

**Apply Module Label Here**

**Name**

**Address**

**Postal Code**

*Please verify that preprinted label is for correct course and module.*

**Teacher's Comments**

_____
**Teacher**

# INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each section of assignments as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your section assignments or your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

## MAILING

### 1. Postage Regulations

Do **not** enclose letters with your assignments or Assignment Booklets.

**Send all letters in a separate envelope.**

### 2. Postage Rates

**Put your assignments or Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach sufficient postage** and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres in thickness.

## FAXING

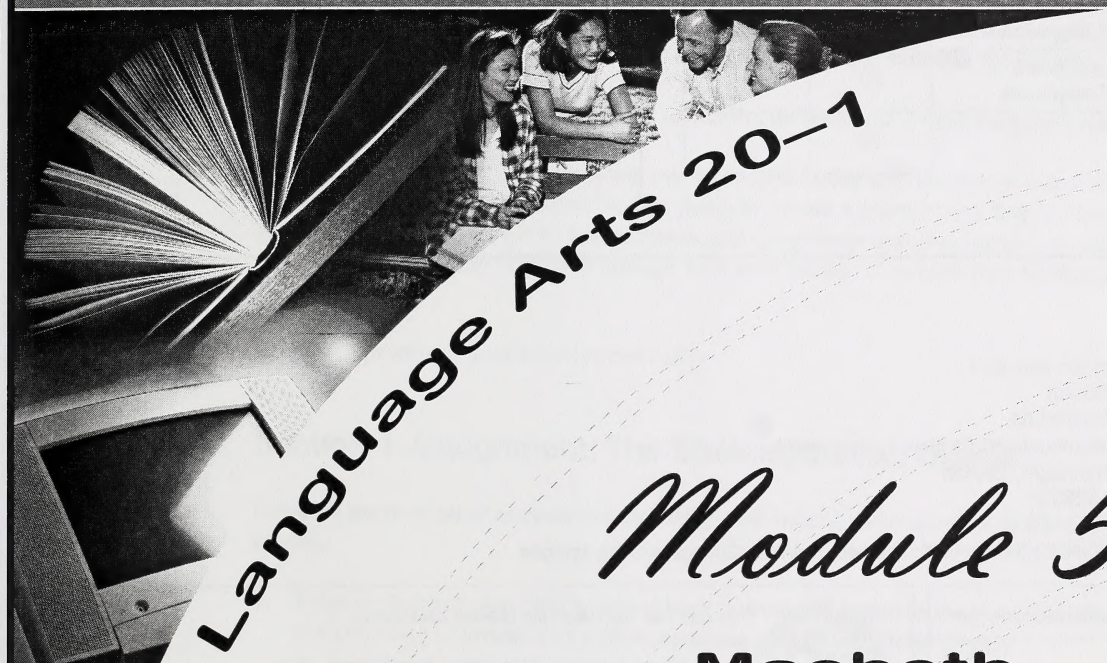
1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

## E-MAILING

It may be possible to e-mail your completed assignments to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

# English



## Language Arts 20–1

## Module 5

### Macbeth

# Assignment Booklet 5A

Learning Technologies Branch

Alberta LEARNING

## FOR TEACHER'S USE ONLY

### Summary

| | Total Possible Marks | Your Mark |
|---|---|---|
| Section 1 Assignment | 25 | |
| Section 2 Assignment | 50 | |
| | 75 | |

### Teacher's Comments

English Language Arts 20-1
Module 5: Macbeth
Assignment Booklet 5A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch
ISBN 0-7741-2286-2

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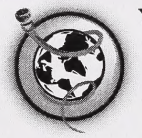
| This document is intended for | |
|---|---|
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | |
| General Public | |
| Other | |



You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# ASSIGNMENT BOOKLET 5A
# ENGLISH LANGUAGE ARTS 20-1: MODULE 5
# SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 75 marks out of the total 165 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

You are encouraged to use a computer and word-processing application for many of these questions. If you use a computer, be sure that you submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page. Alternatively, you may be able to arrange with your teacher to submit your written assignments by e-mail.

Be sure to proofread your answers carefully.

25

## Section 1 Assignment: The Shakespearean Drama

**Read all parts of your assignment carefully and record your answers in the appropriate places.**

10

**1.** Suppose that you were able to travel back in time to London in the year 1600. Imagine that you attend a performance of a Shakespearean play in the Globe Theatre.

Write a composition in the style of a journal entry recording your impressions of your visit to the Globe. Be sure to revise and edit your composition before producing the polished copy.

Here are some ideas to help you with this assignment:

- How does the Globe look? (Think about the exterior and interior.)
- What do you see on stage? (Think about the appearance of the stage and the way it's used during the performance. Also, consider the lighting, sound effects, sets, backdrops, and props.)
- What do you notice about the actors?
- What's your impression of the other people in the audience?

**Assessment Criteria 10 marks**

- Ideas are imaginative and interesting. 3 marks
- Observations demonstrate a clear understanding of the Elizabethan theatre and Elizabethan drama. 3 marks
- Word choices are accurate, appropriate, and vivid. 2 marks
- The response has been skilfully revised and edited. 2 marks

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

When you've finished responding to the preceding question, return to page 21 of the Module 5 Student Module Booklet and continue working where you left off.

5

**2.** In Lesson 2, you were given a suggestion for a journal entry about the strategies that you'll use to read *Macbeth.* Revise and edit your entry as necessary; then include a polished copy for evaluation.

Don't forget to explain whether you'll be able to use any of the audio or visual aids recommended in Lesson 2.

(There is more room for your response on the next page.)

When you've finished responding to the preceding question, return to page 26 of the Module 5 Student Module Booklet and continue working where you left off.

(10)

**3.** Do some research on **one** of the following topics; then report your findings in a short composition (approximately 150 to 200 words). Although you don't need to create a formal report as you did in Module 4, be sure you indicate where you located your information. (You'll find material on these topics on the Internet as well as in books and encyclopedias.) As well, keep in mind that you shouldn't plagiarize information. Summarize the ideas in your own words, or quote and include an in-text citation.

- the reign of Elizabeth I
- Holinshed's *Chronicles*
- building the replica of the Globe Theatre
- critical reviews of films of *Macbeth*
- the sixteenth-century attitude toward witches
- the life of Edward de Vere, Seventeenth Earl of Oxford

Note that most of these topics could produce volumes of material, so be very selective. All that is required is a brief overview of up to 200 words.

| **Assessment Criteria** | **10 marks** |
|---|---|
| • Ideas are interesting and informative. | 4 marks |
| • Sources of information are provided. | 2 marks |
| • Correct and effective language has been used. | 2 marks |
| • The report has been skilfully revised and edited. | 2 marks |

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

When you've finished responding to the preceding question, return to page 34 of the Module 5 Student Module Booklet and continue working where you left off.

50

## Section 2 Assignment: No Spur but Vaulting Ambition

**Read all parts of your assignment carefully and record your responses in the appropriate places.**

2

**1. a.** Dramatic irony is created when information is shared with the audience but witheld from one or more of the characters. Act 1, Scene 6 contains much irony of this sort. Carefully explain an example of dramatic irony at the end of the scene.

2

**b.** What purpose does Shakespeare achieve with the use of dramatic irony in Act 1, Scene 6?

6

**2.** The discrepancy between appearance and reality is a motif that threads its way throughout the first act of *Macbeth.* Briefly describe **three** examples of this motif of deception in this part of the play. Include quotations in your response.

When you've finished responding to the preceding question, return to page 48 of the Module 5 Student Module Booklet and continue working where you left off.

**3.** Following are a few important quotations from the first two acts of *Macbeth.* For **each** one, do the following:

- Indicate the act, scene, and line numbers.
- Identify the speaker.
- Explain the situation (what's going on in the scene at the time).
- Explain the meaning and the significance of the quotation (why it's important).

3

**a.** . . . There's no art
To find the mind's construction in the face:

_____

_____

_____

_____

_____

_____

_____

_____

_____

3

**b.** . . . yet do I fear thy nature;
It is too full o' the milk of human kindness
To catch the nearest way:

_____

_____

_____

_____

_____

_____

_____

_____

_____

3

**c.** . . . I have no spur
To prick the sides of my intent, but only
Vaulting ambition . . .

3

**d.** . . . art thou but
A dagger of the mind, a false creation,
Proceeding from the heat-oppressed brain?

(3)

**e.** My hands are of your colour, but I shame
To wear a heart so white.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(5)

**4.** Record yourself on audiotape or videotape (or using another recording technology acceptable to your teacher) presenting **one** of Macbeth's soliloquies from the first two acts of the play (Act 1, Scene 7 or Act 2, Scene 1). Do more than simply read the words; rather, try to convey the twists and turns of Macbeth's thinking—the movements between hope and doubt, passionate belief and gloomy realization. Be sure you fully understand the soliloquy before you record yourself delivering it.

Remember to label your video- or audiocassette with the following information:

- name
- student number (if applicable)
- course
- module number
- section number

**Assessment Criteria 5 marks**

| | |
|---|---|
| • Speaking is clear and at a suitable pace; pauses are made when appropriate. | 1 mark |
| • Appropriate emphasis and vocal expression has been used. | 1 mark |
| • A clear understanding of the soliloquy's meaning has been demonstrated. | 2 marks |
| • The character's ideas and emotions have been effectively interpreted. | 1 mark |

(20)

**5.** Lady Macbeth and Macbeth may share a common goal, but they approach it with different attitudes and, after Duncan is murdered, they respond to it differently. Write an essay of approximately 250 words comparing the behaviour of these two characters in Act 1 and Act 2, Scene 2.

Here are some suggestions to help you with this assignment:

- Consider how both characters behave both before and after Duncan is murdered.
- Use quotations to support your ideas.
- Organize your ideas in effective paragraphs.
- Include a brief introduction and conclusion for your essay.
- Revise and edit your essay. Submit your polished copy for evaluation.
- Use a computer for this assignment if possible.

**Assessment Criteria 20 marks**

| | |
|---|---|
| • Ideas are thoughtful and clear. | 12 marks |
| • The essay has been organized effectively. | 4 marks |
| • The essay has been skilfully revised and edited. | 4 marks |

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

When you've finished responding to the preceding questions, return to page 52 of the Module 5 Student Module Booklet and continue working where you left off.

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